

clearer to users instead of using the labels, Power View and Basic View, the labels Tree View and Layout View may be more intuitive.

### Object Placement Issues

*Correlating descriptions with appropriate buttons.* It was observed that most users often had trouble making a visual connection between a button and its description. An example of this can be found in *Course Content* where the descriptions for *Add File*, *Add Folder* and *Add Content Link* are provided neatly in a box below and yet most users fail to pay attention to these.

A possible reason may be the positioning and lack of proximity between the label and its definition. The buttons are placed on the interface horizontally while their descriptions are displayed in a vertical list. This may be creating some visual confusion and the descriptions should be modified to be consistent with the labels (see Figure 22 and Figure 25 for implementation).

*Positioning of Button.* Users experienced problems when trying to import grades into the *Grade Book*. The *Import Spreadsheet* option was embedded within in a menu. Importing a spreadsheet is a very common way for users to enter grades into *Grade Book*. The Import a Spreadsheet button should be easily available on the first screen (see Figure 26 for implementation).

### Navigational Issues

*User Concept of Add File Task.* A prominent problem noticed during the key task phase was that users had difficulties adding files. Users were looking for the following triggers: browse, file or upload. The image of the computer with the label My Computer did not have the desired response. The mental model of the user task of uploading 1 file can be seen through the

concept map (see Figure 21 for concept map). The suggested model combines elements of the “Jericho” model and CMS version 3.0.

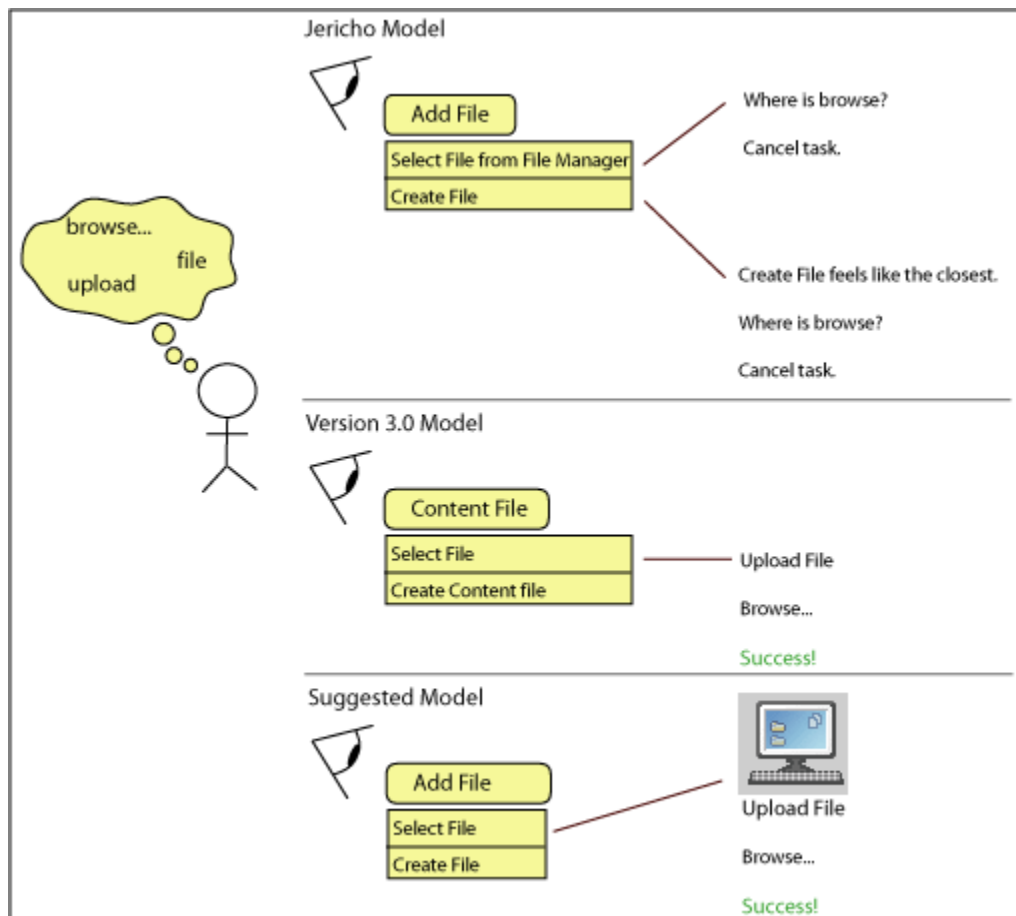


Figure 21. A Conceptual Model of the User Integrating a File into the Course

*Build and Teach Tabs.* The distinction between the *Build* and *Teach* tabs is clear from a technical perspective. The user however may not view a course in the same way. Usually an instructor will create his/her own syllabus and model lectures and assessment around this. If an assistant is enlisted for help, it is usually to either help upload files, do the time consuming tasks such as scanning slides and images, editing video, putting together a PowerPoint presentation etc. The standard edition allows instructors to issue a guest account to those who are helping them is easier for the user to understand than the *Build/Teach* division.